

■ *Childhood/Early Childhood Education Department*

To: School of Education Personnel Committee

From: Cynthia J. Benton, Chair, Childhood/Early Childhood Education Department

Date: October 28, 2005

Re: Reappointment of **Dr. Kimberly Rombach, Assistant Professor**



It is with great enthusiasm that I support the recommendation of the Childhood/Early Childhood Education Department Personnel Committee for the reappointment of **Dr. Kimberly Rombach**. Instead of a two-year appointment, however, I am suggesting Dr. Rombach be granted a **three-year appointment**, in recognition of her exceptional performance during her initial appointment period. Dr. Rombach has demonstrated excellence, initiative, and significant collaborative investments in her academic pursuits.

Teaching. Dr. Rombach's evidence of teaching expertise is exemplary. As a "generalist" in the department, she has supported both undergraduate and graduate programs, preparing five courses in three programs in the department. These include undergraduate and graduate social studies methods, Masters of Science in Teaching technology, practicum and research, and advanced social education/technology in the M.S.Ed. program.

Dr. Rombach's course CTEs are very high, with an adjusted mean of 4.76. Comments from students indicate an appreciation of both her rigor as an intellectual and her sensitivity as a teacher/model. Student feedback and her own reflections indicate her outstanding grasp on balancing challenging work with encouraging, supportive professional development for new teachers. One student evaluation that Dr. Rombach is a "tough grader but cares like no other," reflects her teaching character well. A concern with rigor, combined with a sensitivity to helping every student achieve, distinguishes her teaching style.

Dr. Rombach's innovations with technology (websites for class use) and building a learning community (block collaboration to create Education for Social Transformation) would be notable for any faculty member, but are exceptional achievements for a first-year faculty member. She infuses technology in all her coursework and has made concerted efforts to improve both student and colleague awareness of teaching

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technology appropriate for our work. She has been an exceptional addition to our department teaching and learning environment, and to faculty development.

Scholarship. Dr. Rombach has demonstrated strong scholarly productivity, both independently and collaboratively. In addition to an impressive number of presentations made and accepted in the year, Dr. Rombach's *General Elementary Educators' Experiences in Inclusive Classrooms* was noted in the Division K Newsletter of AERA, a highly regarded and widely-read publication for teacher educators. She has submitted three manuscripts (under review) and has an additional manuscript in preparation. Dr. Rombach has set ambitious goals for herself, and she is a model of clear planning, cogent discussion, and generous sharing of her research agenda.

I am particularly impressed with Dr. Rombach's role in research and planning, both in her formal role in the department, leading the Research and Technology Committee, and for her role in establishing our Collaborative Research Group, which is aimed at supporting research efforts for all faculty. Dr. Rombach has established a challenging research agenda, has submitted and received grant support from numerous sources, and I am confident her scholarly productivity will continue to match her efforts.

Service. If all faculty members were as effectively invested in service as Dr. Rombach, our college would be a better place. In addition to two search committees, a scholarship committee, the aforementioned research committee, and ad hoc committees in the department, she has also served admirably on five college-wide committees, including Faculty Senate and Faculty Development. She has been active in community/school activities, including the Children's Museum and in public school collaborations. Her experience and perceptiveness about issues for school-age children, for public school personnel, and for relationship-building with college students, has improved the nature of our department, our working environment, and our relationships outside the department.

Dr. Rombach's record demonstrates a well-balanced and totally invested professional engaged in scholarship, teaching and service who consistently models teamwork, equity, and inclusive practices. Because Dr. Rombach has unequivocally demonstrated exceptional effort and accomplishment in all areas of academic performance, I am confident in recommending her for a three-year reappointment.